



Spiritual, Moral, Social and Cultural Development Policy

Definition

At South Wonston Primary School the promotion of pupils' spiritual, moral, social and cultural (SMSC) education is considered to be 'a whole school issue'. Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

'Together, we will nurture, inspire, challenge and achieve'

Principles

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and it is crucial for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people and effective participants in modern Britain.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for Personal, Social and Health Education (PSHE), Religious Education (RE), Drug Education, Sex Education, Race Equality, Disability and Equal Opportunities. These policies all underpin the Curriculum model of putting the child at the centre of all we do.

It is an expectation at South Wonston Primary School that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time, etc.

The importance of relationships between all school staff, parents and governors is crucial.

These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

Promoting fundamental British values

We ensure that the fundamental British values are strongly embedded and promoted through our school vision statement, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

Spiritual Development

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others.

It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development

- The ability to listen and be still
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

Objectives for Spiritual Development

- To develop the skill of being physically still, yet alert
- To develop the skill to use all one's senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence

Moral Development

Pupils are encouraged to understand the need for a common moral code and to follow it from conviction rather than because of sanctions or consequences. At South Wonston School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Aims for Moral Development

- To understand the principles lying behind decisions and actions
- To be able to distinguish between right and wrong and to respect the civil and criminal law in England.
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self-discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community and make a positive contribution to the lives of others in society. Within this there should be balanced consideration of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims for Social Development

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our role in our family, school and society
- To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

Objectives for Social Development

- To share emotions such as love, joy, hope, anguish and fear
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals, etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and has something to offer

Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development

- To develop pupils' sense of belonging to their own culture and pride in their cultural background.
- To challenge opinions or behaviours in school that are contrary to British values
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition

- To develop a balanced approach to retaining the traditions of Britain's Christian society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development

- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature, etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including but not limited to Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond

General Aims for Spiritual, Moral, Social and Cultural Development

We aim:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To enable pupils to distinguish right from wrong, to respect the civil and criminal law of England and to appreciate the rule of law is essential for well-being and safety
- To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England and to respect and support participation in the democratic process
- To promote respect and consideration for differences in protected groups: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to promote a love of learning and enquiry, to reason rationally and to apply themselves to all tasks
- To help our pupils towards independent learning and to equip them with life skills in order for them to take their place in a fast-changing society.
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life while challenging opinions or behaviours in school that are contrary to British values
- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self-respect and self confidence
- To promote good relationships between home, school and the local and wider communities

Assessment

In the EYFS, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Parents views about their child's development is encouraged and incorporated in to the assessments. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations and evaluations, or photographs.

KS1 & KS2

Informal assessment is primarily through observation of pupil behaviour, the views that pupils express, and through discussion among staff.